

1. Record Nr.	UNINA9910787297203321
Autore	Clark Beverly Lyon
Titolo	The afterlife of little women / / Beverly Lyon Clark
Pubbl/distr/stampa	Baltimore, Maryland : , : Johns Hopkins University Press, , 2014 ©2014
ISBN	1-4214-1559-3
Descrizione fisica	1 online resource (284 pages) : illustrations
Disciplina	813/.4
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Becoming everyone's aunt, 1868-1900 -- Waxing nostalgic, 1900-1930 -- Outwitting poverty and war, 1930-1960 -- Celebrating sisterhood and passion since 1960.

2. Record Nr.	UNINA9910795765803321
Autore	Hallowell Brooke
Titolo	Aphasia and Other Acquired Neurogenic Language Disorders : A Guide for Clinical Excellence
Pubbl/distr/stampa	San Diego : , : Plural Publishing, Incorporated, , 2019 ©2023
ISBN	9781635501629 9781635501599
Edizione	[2nd ed.]
Descrizione fisica	1 online resource (649 pages)
Soggetti	Language disorders
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Intro -- What Is Special About This Book? -- Acknowledgments -- About the Author -- Dedication -- Section I. Welcome and Introduction -- Chapter 1. Welcome to the Fantastic World of Research and Clinical Practice in Acquired Neurogenic Communication Disorders -- What Are Acquired Cognitive-Linguistic Disorders? -- Which Neurogenic Communication Disorders Are Not Acquired Language Disorders? -- What Is Clinical Aphasiology? -- What Is So Fantastic About the World of Neurogenic Communication Disorders? -- We Work With Wonderful People and Become Part of Their Rich Life Stories -- We Are Catalysts for Positive Change -- We Enjoy Empowerment of Others Through Advocacy and Leadership -- We Enjoy a Great Deal of Humor and Fascination -- We Enjoy Fantastic Local and Worldwide Professional Networks -- Our Work Is Multicultural and Multilingual -- We Are Lifelong Learners -- We Tap Into Our Most Scientific and Our Most Creative Selves at the Same Time -- We Have Rich Career Opportunities -- What Disciplines Are Relevant to Aphasia and Related Disorders? -- What Is Known About the Incidence and Prevalence of Acquired Neurogenic Language Disorders? -- Where Do Aphasiologists Work? -- What Is the Career Outlook for Clinical Aphasiologists? -- Learning and Reflection Activities -- Chapter 2. Becoming the Ultimate Excellent Clinician -- What Makes a Clinician Truly Excellent? -- What Can One Do to Become an Excellent Clinical Aphasiologist? -- How Do the

People We Serve Characterize What They Most Want? -- What Are Some Traits of People Who Are Perceived as Unhelpful Clinicians? -- What Content Is Important to Master? -- What Credentials Are Required for a Career as an Aphasiologist? -- What Credentials May Aphasiologists Earn Beyond Their Basic Academic and Clinical Credentials? -- Is It Best to Specialize or Generalize?.

What Strategies Help Boost Career Development in Acquired Cognitive-Linguistic Disorders? -- What Organizations Support Professional Information Sharing and Networking Among Clinical Aphasiologists? -- Learning and Reflection Activities -- Chapter 3. Writing and Talking About the People With Whom We Work -- What Is Important to Consider in Writing and Talking About People With Neurogenic Cognitive-Linguistic Disorders? -- Person-First Language -- Alternatives to the Word Patient -- People With Disabilities -- Research Participants -- Older People -- Healthy Adults -- What Are Important Nuances in Terms We Use to Refer to People Who Care for People With Neurogenic Cognitive-Linguistic Disorders? -- What Is the Difference Between the Terms Therapy and Treatment? -- Neurotypical People -- What Are Pros and Cons of Terms Used to Refer to SLPs? -- What Are the Preferred Terms When Referring to the Experts Who Work With People Who Have Neurogenic Communication Challenges? -- What Is Important to Keep in Mind Regarding Inclusive and Welcoming Language? -- What Other Terms Might Unintentionally Convey Negative Connotations? -- Why Are There Inconsistencies in the Prefixes Used in Terms for Characterizing Neurogenic Symptoms, and What Is the Rationale for Varied Prefix Choices? -- Learning and Reflection Activities -- Section II. Foundations for Considering Acquired Neurogenic Language Disorders -- Chapter 4. Defining and Conceptualizing Aphasia -- What Is a Good Way to Define Aphasia? -- Aphasia Is Acquired -- Aphasia Has a Neurological Cause -- Aphasia Affects Reception and Production of Language Across Modalities -- Aphasia Is Not a Speech, Intellectual, Sensory, or Psychiatric Disorder -- How Have Established Aphasiologists Defined Aphasia? -- What Are the Primary Frameworks for Conceptualizing Aphasia? -- Unidimensional Frameworks.

Multidimensional Frameworks -- Medical Frameworks -- Cognitive Neuropsychological, Psycholinguistic, and Neurolinguistic Frameworks -- Biopsychosocial Frameworks -- Social Frameworks -- Social Determinants of Health Frameworks -- Other Historically Relevant Frameworks -- How Does One Choose a Preferred Framework for Conceptualizing Aphasia? -- How Are the Frameworks for Conceptualizing Aphasia Relevant to Other Neurogenic Language Disorders? -- Learning and Reflection Activities -- Chapter 5. The WHO ICF, Human Rights Perspectives, and Life Participation Approaches -- What Is the WHO ICF? -- How Is the WHO ICF Relevant to Ethics and Human Rights? -- How Is the WHO ICF Specifically Relevant to Intervention and Research in Rehabilitation? -- How Is the WHO ICF Specifically Relevant to People With Neurogenic Language Disorders? -- Learning and Reflection Activities -- Chapter 6. Etiologies of Acquired Neurogenic Language Disorders -- What Is a Stroke? -- What Are Stroke Risk Factors, and What Causes Stroke? -- What Are the Physiological Effects of Stroke? -- How Crucial Is Timing for Medical Treatment After a Stroke? -- How Is the Sudden Onset of Stroke Relevant to Supporting Patients and Families? -- What Is a Transient Ischemic Attack? -- What Is Hypoperfusion? -- What Can Be Done to Prevent Stroke? -- Attending to Stroke Triggers -- What Is TBI? -- What Are Blast Injuries? -- What Are Concussion and Mild TBI? -- What Can Be Done to Prevent TBI? -- What Are Bacteria and Viruses? -- What

Other Types of Infections Affect Cortical Function? -- What Is Neoplasm? -- What Is Toxemia? -- What Are Diabetes Mellitus and Diabetic Encephalopathy? -- What Is Metabolic Syndrome? -- What Other Metabolic Disorders Cause Encephalopathy? -- What Is Neurodegenerative Disease? -- What Is Dementia? -- What Is Mild Cognitive Impairment?.

What Is Primary Progressive Aphasia? -- What Are Some Special Challenges in Identifying Etiologies of Cognitive-Linguistic Disorders? -- Learning and Reflection Activities -- Chapter 7. Neurophysiology and Neuropathology of Acquired Neurogenic Language Disorders -- What Should SLPs Know About Neuroanatomy and Neurophysiology Associated With Neurogenic Cognitive-Linguistic Disorders? -- What Are Key Neurophysiological Principles Pertinent to Acquired Cognitive-Linguistic Disorders? -- Specialization of Structure and Function -- Interconnectivity Throughout the Brain -- The Brain's Plasticity -- What Is the Most Clinically Pertinent Knowledge an Aphasiologist Should Have About the Blood Supply to the Brain? -- What Factors Affect a Person's Prognosis for Recovery From a Stroke or Brain Injury? -- Why Is It Important for Clinical Aphasiologists to Know About the Visual System? -- What Aspects of the Visual System Are Most Relevant to People With Neurogenic Language Disorders? -- Anatomy and Physiology Associated With Visual Deficits -- How Are Visual Field Deficits Characterized? -- What Are Ocular Motor Deficits? -- What Are Visual Attention Deficits? -- What Are Higher-Level Visual Deficits? -- What Aspects of the Neurophysiology of Hearing Are Most Relevant to People With Neurogenic Language Disorders? -- Learning and Reflection Activities -- Supplemental Review of Neuroanatomy Related to Aphasiology -- Supplemental Review of Blood Supply to the Brain -- Supplemental Review of the Visual System -- Supplemental Review of the Auditory System -- Chapter 8. Neuroimaging and Other Neurodiagnostic Instrumentation -- What Are the Most Relevant Neuroimaging Techniques for Aphasiologists to Know About? -- Computed Axial Tomography (CAT or CT) -- Magnetic Resonance Imaging (MRI) -- Single Photon Emission Computed Tomography (SPECT) -- Cerebral Angiography.

What Other Neurodiagnostic Methods Are Important for Aphasiologists to Know About? -- Electroencephalography (EEG) -- Electrooculography -- Additional Methods -- Learning and Reflection Activities -- Chapter 9. Aging, Which Is Not a Disorder, and Its Relevance to Aphasiology -- What Is Aging? -- What Are Key Theories About Aging That Are Especially Relevant to Cognition and Communication? -- What Is Aging Well? -- How Are Demographic Shifts in Aging Populations Relevant to Clinical Aphasiologists? -- What Are Normal Changes in the Brain as People Age? -- What Are Positive Aspects of the Aging Brain? -- Memory -- Word Finding -- Syntactic Processing -- Reading and Writing -- Discourse -- Pragmatics -- What Are General Guidelines for Differentiating Normal From Impaired Language in Older Adults? -- What Theories Have Been Proposed to Account for Cognitive-Linguistic Changes With Aging? -- Resource Capacity Theories -- Working Memory Theories -- Context-Processing Deficiency Theories -- Signal Degradation Theories -- Transmission Deficit Theories -- Speed-of-Processing Theories -- Inhibition Theories -- What Can Be Done to Ensure the Best Preservation of Language Abilities as People Age? -- What Is Elderspeak, and How May We Raise Awareness About It? -- What Sensitivities Related to Ageism Are Important for Aphasiologists to Demonstrate? -- Learning and Reflection Activities -- Section III. Features, Symptoms, and Syndromes in the Major Categories of Cognitive-Linguistic Disorders -- Chapter

10. Syndromes and Hallmark Characteristics of Aphasia -- How Are the Types of Aphasia Classified? -- What Are the Classic Syndromes of Aphasia, and What Are the Hallmark Characteristics of Each? -- Expressive/Receptive, Nonfluent/Fluent, and Anterior/Posterior Dichotomies -- Classic Aphasia Classification -- Wernicke's Aphasia -- Broca's Aphasia -- Global Aphasia. Conduction Aphasia.

Sommario/riassunto

Covering an array of evidence-based content, including aphasia, traumatic brain injury, dementia, and language in aging, Aphasia and Other Acquired Neurogenic Language Disorders: A Guide for Clinical Excellence, Second Edition is a must-have textbook for clinicians and students studying to be speech-language pathologists. This clinical guide strategically addresses scientific foundations, service delivery, international and multicultural perspectives, assessment, and treatment.

3. Record Nr.

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Autore

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Cubic Action of a Rank One Group

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Disciplina

512/.2
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Soggetti

Group theory
Group theory and generalizations -- Structure and classification of infinite or finite groups -- Groups with a BN -pair; buildings
Geometry -- Finite geometry and special incidence structures -- Buildings and the geometry of diagrams
Group theory and generalizations -- Linear algebraic groups and related topics -- Linear algebraic groups over arbitrary fields
Nonassociative rings and algebras -- Jordan algebras (algebras, triples and pairs) -- Jordan structures associated with other structures

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Nota di contenuto

Cover -- Title page -- Chapter 1. Introduction -- Chapter 2. Preliminaries -- 2.1. Moufang sets -- 2.2. Rank one groups -- 2.3. Some ring theory -- 2.4. Jordan algebras -- 2.5. Envelopes of special Jordan algebras -- 2.6. Quadratic spaces and Clifford Jordan algebras -- 2.7. Involution sets and pseudo-quadratic forms -- 2.8. Cubic norm structures -- 2.9. Freudenthal triple systems -- 2.10. Structurable algebras -- 2.11. The Clifford algebra of a Freudenthal triple system -- Chapter 3. Cubic Action -- Chapter 4. Examples of cubic modules -- 4.1. Pseudo-quadratic spaces -- 4.2. Adjoint action -- 4.3. The Tits-Kantor-Koecher module -- 4.4. Quadratic pairs without commuting root subgroups -- 4.5. Elementary groups of Freudenthal triple systems -- 4.6. Connection with Moufang Quadrangles -- 4.7. Suzuki and Ree groups -- Chapter 5. The structure of a cubic module -- Chapter 6. Construction of irreducible submodules -- Chapter 7. Cubic rank one groups with trivial quadratic kernel -- Chapter 8. A characterisation of the adjoint module of $\text{PSL}(\)$ -- Chapter 9. Cubic rank one groups with non-trivial quadratic kernel -- Chapter 10. Cubic rank one groups with Hermitian quadratic kernel -- Chapter 11. Cubic rank one groups with commutative quadratic kernel -- Bibliography -- Back Cover.

Sommaro/riassunto

"We consider a rank one group $G = A, B$ acting cubically on a module V , this means $[V, A, A, A] = 0$ but $[V, G, G, G] \neq 0$. We have to distinguish whether the group $A_0 := \text{CA}([V, A]) \text{CA}(V/CV(A))$ is trivial or not. We show that if A_0 is trivial, G is a rank one group associated to a quadratic Jordan division algebra. If A_0 is not trivial (which is always the case if A is not abelian), then A_0 defines a subgroup G_0 of G acting quadratically on V . We will call G_0 the quadratic kernel of G . By a result of Timmesfeld we have $G_0 = \text{SL}_2(J, R)$ for a ring R and a special quadratic Jordan division algebra J, R . We show that J is either a Jordan algebra contained in a commutative field or a Hermitian Jordan algebra. In the second case G is the special unitary group of a pseudo-quadratic form of Witt index 1, in the first case G is the rank one group for a Freudenthal triple system. These results imply that if (V, G) is a quadratic pair such that no two distinct root groups commute and $\text{char} V = 2, 3$, then G is a unitary group or an exceptional algebraic group"--